

Section	Aims	What the students are doing
Grammar SB page 10	Possessive determiners: <i>My and your</i> <i>Be</i> : contractions	Completing short sentences with possessive determiners: <i>my</i> and <i>your</i> . Practicing the use of <i>be</i> contractions in introductions.
▶ Speaking SB page 10	Introductions	Substituting students' own names in a simple introduction dialogue.
▶ Grammar SB page 11	Possessive determiners: <i>His and her</i>	Listening and completing introductions with <i>his</i> and <i>her</i> . Asking questions about the names of other students in the class.
▶ Vocabulary SB page 11	Numbers <i>0 to 10</i>	Listening to and repeating numbers 0 to 10. Listening to and writing down telephone numbers.
Speaking SB page 11	Names and personal information Asking for personal information	Asking questions and completing a page from an old address book with names and telephone numbers of other students.
▶ Vocabulary SB page 12	Everyday common objects Plurals	Listening to and repeating words for common objects. Identifying common objects.
▶ Grammar SB page 12	<i>This and these</i>	Asking questions and identifying objects. Asking questions with <i>this</i> and <i>these</i> .
▶ Listening SB page 13	Listening for specific details	Listening to a conversation and checking the things the speakers have.
▶ Pronunciation SB page 13	The alphabet	Listening to and repeating the letters of the alphabet. Listening to and identifying abbreviations.
▶ Language for Life SB page 14	Expressions for communicating Personal information	Listening to and completing conversations. Listening to and repeating expressions.
Life Skills SB page 14	Studying: materials	Choosing materials needed for English study.
Vocabulary Extra SB page 15	Everyday objects Numbers	Matching pictures with words. Dictating and writing numbers.

Warm-up

Introduce yourself to the class with a simple friendly greeting such as *Hello, I'm (name)*. Go round and greet each of the students individually, encouraging them to respond with *Hello, I'm (Julio)*.

Language note**Vocabulary: ID**

ID is a shortened form of "identity" and is now widely used. For example, *Can I see some ID, please?* You pronounce the two letters separately /,aɪ'di/.

Grammar (SB page 10)**Possessive determiners**

1

- Focus the students' attention on the picture taken from the James Bond movie *Spectre* (see Cultural Note). Then focus attention on the dialogue. Ask students to read the dialogue.
- Focus the students' attention on the use of *your* and *my*. Make sure they know the difference between them. You could then ask several pairs of students to role-play the conversation.
- Point out the information about contractions of the verb *be* in the margin. Ask students to find the contractions in the conversation they have just practiced (*What's* and *name's*).

Language notes**Grammar: possessive determiners**

The possessive determiners *my, your, his, her, its, our, and their* are sometimes known as "possessive adjectives" in older grammars and textbooks. In this unit, only *my, your, his, and her* are presented. There is more work on possessive determiners in Unit 3.

Grammar: contractions

Throughout the book encourage the use of contractions because it sounds more natural. While it's grammatically correct not to use contractions, native speakers will generally do so when speaking.

Vocabulary: name

The phrase *My name's Bond ... James Bond* has been repeated in all the James Bond movies and has achieved a kind of iconic status as the way James Bond always introduces himself. Some of your students may recognize this from having seen some of the movies. In fact, the most appropriate answer to the question *What's your name?* is usually to give your first name only. In more formal situations, students should probably give both their first name and their last name.

Cultural note**James Bond**

James Bond is a fictional British spy, code named 007. The first Bond novel, *Casino Royale*, was written by Ian Fleming in 1953. The first Bond movie, *Dr. No*, was shown in 1962. Bond has been played by six actors including Sean Connery, Roger Moore, Pierce Brosnan, and Daniel Craig.

2

- Again, focus the students' attention on the picture. Students read and complete the dialogue with *my* and *your*.
- Note the useful phrase *Nice to meet you* which completes the introduction. Ask the students to work in pairs and role-play the meeting between James Bond and Madeleine Swan. Then focus their attention on the contraction *I'm* in the dialogue.

ANSWERS:

- Hello. I'm Madeleine Swann. What's your name?
- My name's Bond ... James Bond.
- Nice to meet you, James.

Speaking (SB page 10)

1 5

- Focus the students' attention on the gaps in the dialogue. Students listen to the dialogue and complete it.

ANSWERS:

I'm, your, My, you

5

Woman: Hello. I'm Sandra. What's your name?
Man: Hello, Sandra. My name's Diego. Nice to meet you.

2

- Read out the conversation in the speech bubbles to the class. Then choose a confident student and demonstrate the dialogue using your own names.
- Put the students in pairs and ask them to practice the conversation using their own names. When they have finished, they can mingle around the class introducing themselves to other students. Monitor and help where necessary.
- If you like, ask the students to practice the dialogue "Bond-style": *My name's Ramirez ... Ana Ramirez.*

Grammar (SB page 11)

Possessive determiners

1 6

- Focus the students' attention on the possessive determiners *his* and *her* in the box. Point out that *his* is used for men and *her* for women. With speakers of some languages you may need to explain that the choice of adjective is governed by the gender of the owner of the object, not the object itself.
- Ask the students to look at the photo of actor Daniel Craig, who plays James Bond, and actor Naomi Harris, who plays Miss Money Penny.
- Play the recording and ask the students to complete a) and b).

ANSWERS:

a What's his name?
His name's Daniel Craig.

b What's her name?
Her name's Naomi Harris.

Cultural note

Miss Money Penny

In these books and movies, James Bond enjoys a flirtatious relationship with his boss's secretary, called Miss Money Penny. In recent movies this role has been played by Naomi Harris.

2

- Read the speech bubbles with the class, and demonstrate the activity by asking questions about the names of some male and female students with one or two confident students.

- Then ask the students to mingle and ask each other about the names of the other students in the class. Monitor and help, making sure they're using *his* to ask about male students and *her* to ask about female students.

Vocabulary (SB page 11)

Numbers

1 7

- Point out the list of numbers in the box. Ask why they think the first parts of *zero* and *seven* are underlined (these are words with more than one syllable and the underlining indicates the main stress), and get them to practice saying these two words correctly. Ask them what *007* at the bottom of the list is (James Bond's secret agent number).
- Play the recording and ask the students to repeat the numbers after the speaker. When they have done this chorally, ask individual students to repeat numbers after you. Encourage students to get the intonation right when saying *zero* and *seven*.

Language notes

Vocabulary: numbers

O is often pronounced like the letter "O" when saying numbers one figure at a time—for example, in a reference number or telephone number. Note that O can also be pronounced *zero*.

When a figure is repeated, we can usually say *three three*. However, James Bond (007) is always known as *Double O Seven*.

2 8

- Do the first one as an example with the class and then ask them to work in pairs to complete the rest.
- When they have finished, play the recording for them to check their answers. Then ask them to repeat the numbers after the speakers.

ANSWERS:

a three, four, five
b three, two, one
c six, eight, ten
d seven, nine

8

a one, two, three, four, five
b five, four, three, two, one
c two, four, six, eight, ten
d one, three, five, seven, nine

Extra activity

To give further practice of the numbers, do a finger dictation. Demonstrate to the students by calling out a number and holding up the corresponding number of fingers. Repeat until all the students are holding up the correct number of fingers. Then call out another number and check they are holding up the correct number of fingers again. Repeat until everyone has the correct number.

Ask a stronger or more confident student to take over your role and then give everyone a turn around the class.

3 9

- Make sure they know the difference between a home number and a cell phone number. Demonstrate cell phone number by holding up your cell phone and saying *My cell phone number is ...* and give the first four numbers. Then play the recording and ask the students to complete the numbers they hear.

ANSWERS:

- a 302-741-6995
- b 240-856-3213

- Check answers with the class, then go around asking a few students for their own home and cell phone numbers.

Speaking (SB page 11)

Names

- Focus the students' attention on the information in the margin and make sure they know the difference between *first name* and *last name* (sometimes also called *family name*). Demonstrate with your own first name and last name. Practice the conversation from the speech bubbles with a confident student. Get the student to ask the questions and respond with your own first name and last name.
- Focus the students' attention on the address book. With the class, make a list on the board of the questions they need to find out the missing information. Then ask the students to mingle and find two students to question. They should write the information they gather in the address book.

Vocabulary (SB page 12)

1 10

- This exercise introduces the students to some more vocabulary: common objects. Focus attention

on the picture, then play the recording. Tell them to point to the objects in the picture as they hear them, and ask them to repeat the words after the speakers. Encourage them to get the stress in the right place in *computer*, *camera*, *cell phone*, and *passport*. Remind the students that the underlining will help them get the main stress on the correct part of the word.

- Note that the words *pens*, *keys*, and *books* are plural: there are four pens, several keys, and three books in the picture. Tell them that the single objects (*bag*, *computer*, *camera*, etc.) could be made plural by the addition of an *s* at the end. Explain also that the plural words don't have the indefinite article *a* in front of them.

2 Pairwork

- Demonstrate this simple game with a confident student. Cover the list of words in your books and then say a number and get the student to identify the object in the picture that has that number. Then change roles, with the student calling out a number and you identifying the correct object.
- Put the students in pairs and encourage them to play the game. Make sure they have covered the list of words.

Grammar (SB page 12)

Nouns; *this/these*

1 11

- Focus the students' attention on the information in the margin about the use of *this* and *these*. Get them to practice saying the two words, making sure they differentiate between the short /ɪ/ sound of *this* and the longer /i/ sound of *these*. Make sure they know that you use *this* with singular words and *these* with plurals. Also, check that they can pronounce *they're* /ðeɪr/ correctly, and that they understand that *are* is the plural form of *is*.
- Look at the first item with the whole class. Make sure they know that in the picture there's only one bag, so the question is: *What's this?* and the answer: *It's a bag*. Then ask them to go through the other items and underline the correct answers.
- Play the recording for the students to check their answers. Then play it again and ask them to repeat after the speakers.

ANSWERS:

- a It's a bag.
- b It's a computer.
- c They're books.
- d They're pens.
- e They're keys.
- f It's a cell phone.
- g It's a passport.
- h It's a camera.

Extra activity

Take some of the items in Exercise 1 from your own bag or pocket. Ask students to identify them.

Put the things in a box at the front of the class and allow students to come up, put their hand in the box and pull out an item to ask the rest of the class about.

Language note

Vocabulary: objects from pocket

Avoid "money" which is an uncountable noun and cannot be used with this structure.

Here are some possible objects that the students might find in their pockets: *a bus ticket, a wallet, a photo, a pack of gum, ID card, coins.*

2 Grammar Extra 1

Ask the students to turn to Grammar Extra 1. Here they'll find an explanation of the grammar they've been studying and further exercises to practice it.

ANSWERS:

1

- a It's a pen.
- b It's a book.
- c It's a computer.
- d It's a bus.
- e It's a passport.
- f It's a dictionary.

2

- a They're pens.
- b They're books.
- c They're computers.
- d They're buses.
- e They're passports.
- f They're dictionaries.

3

- a What's this? It's a bag.
- b What are these? They're pictures.
- c What's this? It's a camera.
- d What's this? It's a cell phone.
- e What are these? They're keys.

Language note

Vocabulary: plurals

Be careful of plural forms of some objects which students might find in their pocket or bag. For example, *watch/watches, brush/brushes, diary/diaries.*

Listening (SB page 13)

Nouns; *this/these*

1  12

- Focus the students' attention on the picture and give them time to think about the situation.
- Ask the students to look at the chart. Point out that there's a column for them to check the things that are in the woman's bag, and a column for them to check the things that are in the man's bag. There's already a check in the woman's column to show that she has a computer. Note that they'll find out what is in each bag by listening to the conversation.
- Play the recording for the students to listen and check the correct objects. You may need to play it more than once.
- Check answers with the class.

ANSWERS:

Her bag: a computer, a camera, books, a cell phone, a passport
His bag: a cell phone

 12

(G = Greg; T = Tina)

G: Hey, Tina.

T: Yes, Greg.

G: What's in your bag?

T: A computer, a camera, three books, a cell phone, er...my passport.... What's in your bag?

G: A cell phone.

T: Oh. Where's your computer?

G: I don't need one. I have my phone.

T: Where's your camera?

G: I don't need one. I have my phone.

T: Where's your passport?

G: I don't need...Passport? Oh, no!

2

Ask the students, 'What isn't in his bag?'.

ANSWERS:

a passport

Pronunciation (SB page 13)

The alphabet

1 13

- Note how the letters of the alphabet are divided up in the table in the box. They form a kind of poem as the students will hear when they listen to the recording.
- Play the recording and ask the students to repeat the letters in the margin line by line.

Language note

Pronunciation: the alphabet

Some students confuse the pronunciation of *A* /eɪ/, *E* /i/ and *I* /aɪ/, so it's worth giving these sounds extra practice. Other letters that can cause problems are: *J* /dʒ/ and *G* /g/, and *B* /b/ and *V* /v/. It's a good idea to give extra attention to the pronunciation of the letters that cause your students most difficulties.

2 14

- Read out the first line of letters (*B, C, D*, etc.) and tell the students that they all have the same vowel sound /i/. Point out the phonetic symbols at the beginning of the line and explain that these symbols are used in dictionaries to show how a word should be pronounced.
- Explain that the letters of the alphabet can be grouped according to their vowel sound. The letter *E* goes in this first group because it has the same sound as *B, C, D*, etc.
- Play the recording and ask the students to complete the groups with the missing letters from the box.
- Play the recording again for them to repeat the letters

ANSWERS:

- 1 E
- 3 A
- 4 U
- 5 I
- 6 O

3 15

- Explain that abbreviations are shortened forms of words. If they are formed just from the initial letters, then the letters are pronounced individually. Acronyms are words, usually made up of the initial letters of a group of words. They are pronounced as words, not as individual letters. For example, *NATO* stands for *North Atlantic Treaty Organization*.

- Play the recording and ask the students to number the abbreviations as they hear them.
- Check answers with the class and then ask them to repeat the abbreviations.
- Note that the odd one out in this list is *OK* whose letters don't actually stand for any words beginning with *O* and *K*. *OK* simply means *all right*. The others are: *CIA* = *Central Intelligence Agency*, *VIP* = *very important person*, *CNN* = *Cable News Network*, *UK* = *the United Kingdom*, *USA* = *the United States of America*.
- Ask the students to suggest any more abbreviations that they know. Write any ideas on the board and get the students to practice saying them aloud. Suggestions they come up with might include *BBC* (British Broadcasting Corporation) and *DJ* (disk jockey).

ANSWERS:

- 1 USA
- 2 UK
- 3 VIP
- 4 OK
- 5 CNN
- 6 CIA

Extra activity

To give further practice of the alphabet, do an alphabet dictation, spelling out words that the students have already seen in the unit. For example, *nice, meet, my, five, number, first*.

As you dictate, get the students to write down the letters. They should then call out the word. Finally, ask them to find examples of this word in the book.

Language note

Pronunciation: additional abbreviations

Note that acronyms are pronounced as words, for example, *NATO* /'neɪ.təʊ/, *FIFA*, /'fi:fə/ and *UNICEF* /'ju.nə'seɪf/.

Language for Life (SB page 14)

1 16

- Focus the students' attention on the illustration which shows a male receptionist and a female student in a language school. He's taking down the student's details. Give students time to look at the illustration and think about what's happening.

- Play the recording for the students to listen and complete the conversation. You may need to play it more than once.
- Check answers with the class.

ANSWERS:

- 1 C-A-S-T-I-L-L-A
- 2 C-A-S-T-I-L-L-A
- 3 Castilla

▶ 16

(R = Receptionist; S = Student)

R: Welcome to The Oxford English School.
What's your name?

S: Yolanda.

R: Can you spell that, please?

S: Y-O-L-A-N-D-A.

R: And your last name?

S: C-A-S-T-I-L-L-A.

R: Sorry, can you repeat that, please?

S: C-A-S-T-I-L-L-A.

R: Thank you, Ms. Castilla.

S: Please call me Yolanda.

R: OK. Thank you, Yolanda.

Language note

Grammar: can

Can you ...? in this context is a polite request.

2 ▶ 17

- Play the recording. The students repeat the phrase after the speaker. Encourage them to match the speaker's intonation.

3 Pairwork

- Students choose one of the people from the illustrations and work together to write a new conversation, using Exercise 1 as a model. Go around, monitoring and giving help.
- When the students have finished, ask pairs to perform their conversations for the rest of the class. Encourage them, where possible, to make eye contact with each other when they say their lines, rather than simply reading them out.

4 Pairwork

- Put the students in pairs and tell them who will be Student A, and who will be Student B.
- While they're doing the exercise, go around monitoring and giving help. Take note of any errors which may need focusing on later, and also any examples of good language use which you can praise. Check answers with the class.

ANSWERS:

- 1 Dwayne Johnson
- 2 Beyoncé Knowles-Carter
- 3 Scarlett Johansson
- 4 Jennifer Lawrence
- 5 John Legend
- 6 Chris Pratt

Cultural note

Dwayne Johnson (born 1972)

Dwayne Johnson, also known as The Rock, is an American WWE wrestler turned movie star. He's been in movies such as *The Scorpion King* (2002) and *The Fast and The Furious* franchise.

Beyoncé Knowles-Carter (born 1981)

Beyoncé is an American singer and actress. Beyoncé, once a member of the group Destiny's Child, is one of the best-selling artists in history. She's married to Jay-Z, the rapper.

Scarlett Johansson (born 1984)

Scarlett Johansson was born in New York. She made her name as an actor in the movie *The Horse Whisperer* (1998). She starred in the movie *Lost in Translation* (2003) opposite Bill Murray.

Jennifer Lawrence (born 1990)

Jennifer Lawrence is an American actor—one of the highest paid in the world. She was the main star of *The Hunger Games* movie franchise and she won an Academy Award for her role in *Silver Linings Playbook* (2012).

John Legend (born 1978)

John Legend is an American singer, songwriter, musician, and actor, best known for his song *All of Me*. He has won ten Grammy Awards.

Chris Pratt (born 1979)

Chris Pratt is an American actor who first came to national attention with a role on the TV comedy *Parks and Recreation* (2009–2015). He's also starred in many movies, including *Guardians of the Galaxy* (2014) and *Jurassic World* (2015).

Life Skills: Studying (SB page 14)

Materials

1

Focus the students on the pictures. Check that they know the English name for each item and have them repeat the words. Ask them to choose 3 of the items for studying English—there may be more items they can use, so they should choose the 3 most important to them. Ask confident students to read out their list and give reasons on why they chose the items they did.

2

Tell students that they can choose one more item—they may have been inspired by some of the choices made by students in Exercise 1.

3 Pairwork

Have students tell their partner their choices, and then discuss their choices using full sentences. Circulate and help any students who are struggling.

Vocabulary Extra (SB page 15)

Everyday objects

1

- Focus the students' attention on the list of words and point out that they're all to do with everyday objects. Point out that the underlining indicates the syllable of the word that has the strongest stress. Check that the students can pronounce all of the words correctly.
- Ask the students to look at the pictures and match each one with one of the words. Point out that the first one has been done for them.

ANSWERS:

- 6 a bag
- 8 a book
- 2 a camera
- 7 a cell phone
- 1 a computer
- 3 a dictionary
- 5 a key
- 9 a passport
- 4 a pen

2 Pairwork

- Demonstrate the activity with a confident student. Begin by asking the question in the example and eliciting the answer. Then get the student to ask you a question about one of the other objects in Exercise 1.
- The students then continue the activity in pairs. Go around, giving help and encouragement, and check that they're pronouncing the words correctly.

Numbers

Ask the students to work individually to match the number figures with the words. Allow them to compare answers in pairs.

ANSWERS:

- 1 one
- 2 two
- 3 three
- 4 four
- 5 five
- 6 six
- 7 seven
- 8 eight
- 9 nine
- 10 ten

2

Demonstrate the activity with a confident student. Tell them that they should write the words for the numbers rather than the figures. Then put the students into pairs to continue the activity. Go around, giving help and encouragement. Make sure each student takes a turn at saying the numbers.

Further Practice Material

Need more classroom practice activities?

Photocopiable resource materials in the Teacher's Presentation Kit / Extra Resources

Need more tests?

Test Generator
Teacher's Presentation kit / Extra Resources / Tests

Need more on important teaching concepts?

Key concepts in *American Inside Out Evolution* pages xix–xxxiv

Need student self-study practice?

Workbook pages 4–6

Need to check what your students can do by the end of this unit?

Self-evaluation checklists on pages xxxvi–xxxviii